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ABSTRACT

A total of eight specially funded programs designed to improve social and human conditions are described. These programs are Adult Basic Education (ABE), Adult Personal Traffic Safety (APTS), Emergency Employment Act (EEA), Industry Sponsored Programs (ISP), Manpower Development Training Act (MDTA), Model Cities Projects, Work Incentive Program (WIN), Vocational Education Act (VEA). ABE provides classes for adults lacking an eighth grade education and the opportunity to develop and strengthen communication, quantitative, personal-social and economic skills. APTS aims to help the traffic violator by promoting traffic safety within the community, improving the driving attitude and behavior of the errant driver. EEA was designed to increase employment and was made effective by Congress on an emergency basis. ISP are characterized by short, intensive instructional components which may be provided at the site of the contractor. MDTA has, as its main objective, the initiation and development of broad diversified training programs to train the unemployed and the underemployed and provide them with new and improved skills that are, or will be, required in the economy of the nation. Model Cities Projects aim to provide special facilities and services necessary to improve the general welfare of the people of the area. WIN has as its purpose the providing of education and training to welfare recipients. VEA aims to improve existing programs. (CK)

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FEA
TSP
MDTA
WIN
YEATS
ABTS
ABE
ESEA

SPECIALLY FUNDED PROGRAMS

CAREER AND CONTINUING EDUCATION • LOS ANGELES CITY SCHOOLS

SPECIALLY FUNDED PROGRAMS



LOS ANGELES CITY SCHOOLS
DIVISION OF CAREER AND CONTINUING EDUCATION

1972

**LOS ANGELES UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

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FOREWORD

It is a fact of history that federal aid to education has been with us for many years. Land grant colleges and the Smith-Hughes Act of 1917 were early efforts to assist states and local agencies in the support of education.

However, intensive and concentrated special funds were not made available for the education of adults until the early 1960's. The Manpower Development and Training Act of 1962, the Economic Opportunity Act of 1964 (The Adult Basic Education Program, funded by EOA, later transferred to H.E.W. by the Adult Basic Education Act of 1965), the Social Security Act of 1962 (Community Training Program started January 1965 — later superseded by the Work Incentive Program in 1968) and the Vocational Education Act of 1963 provided massive funds for meeting the educational and training needs of a large segment of our adult population who were unemployed or underemployed.

Since 1965, this Division has been providing spirited leadership in initiating and developing specially funded programs that are serving the adult population of our area. This publication graphically and succinctly presents the specially funded programs currently in operation by our Division. Approximately 22% of our budget is from specially funded sources which suggests in a dramatic way the impact of these funds on the operation of the programs of the Division of Career and Continuing Education. The special funds have enabled this Division to better serve the diverse needs of several thousand adults in this great metropolis over the past decade.

ABRAM FRIEDMAN
*Assistant Superintendent
Division of Career and Continuing Education*

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ABE

ADULT BASIC EDUCATION

AUTHORIZATION

P.L. 91-230, Title III Amendments of Adult Education Act of 1966.

"The purpose is to encourage and expand basic educational programs for adults below the ninth grade level which will enable them to overcome English language limitations, to improve their basic education in preparation for occupational training and more profitable employment, and to become more productive and responsible citizens."

OBJECTIVE

The Adult Basic Education Program (ABE) provides classes for adults lacking an eighth grade education and the opportunity to develop and strengthen communication, quantitative, personal-social and economic skills.

REGULAR PROGRAM

During the 1970-71 school year, ABE students were served in 117 classes in either English as a Second Language or Elementary Subjects. The second school

month's attendance report of 1971-72 indicates 3,000 adults enrolled in the ABE Program. The students are primarily from the two major minority groups and participate on a voluntary basis. Classes are housed throughout the school district in community branch locations such as churches, libraries, neighborhood centers, elementary schools, high schools, and leased facilities. In order to meet the increasing demand for day adult programs, 64% of the class sessions are scheduled between 9:00 a.m. and 3:00 p.m.

At the Menlo ABE Center, classes are programmed and tailored to meet individual needs and schedules. This facility stresses reading, mathematics and communication skills. The success of the Menlo ABE Center has proven a need for similar centers throughout the total program. Full-time day centers have been started in Venice, East Los Angeles, Watts, and Wilmington. All centers stress the development of basic education skills to a point where all participants will be able to actively compete for entry level type jobs or continue their education into higher levels.

The future for the ABE program appears promising. In 1971, Congress approved, in concept, the extension of

the program beyond the eighth grade level to help meet the educational needs of adults through a high school level. Major legislation raising the level of funding will be presented to Congress in 1972.

ASIAN PROJECT

"Bridging the Asian Language and Cultural Gap" is a curriculum-development and in-service training project designed to enrich the curriculum of English as a Second Language classes and to help bridge the language and cultural gap for the Asian student. The project staff, composed of bilingual, bicultural teachers and linguists, is developing instructional materials designed to meet the specific language problems of the Chinese, Filipino, Japanese, and Korean ESL students. Phonological and structural charts have been developed in order to identify the areas of difficulty in English for these students.

The first of the in-service training sessions drew some 150 ESL teachers in December, 1971. Speakers from the Asian communities presented talks on the socio-cultural and socio-economic backgrounds of their people. Subsequent sessions in the spring of 1972 are designed to help the teachers understand the students' linguistic backgrounds.

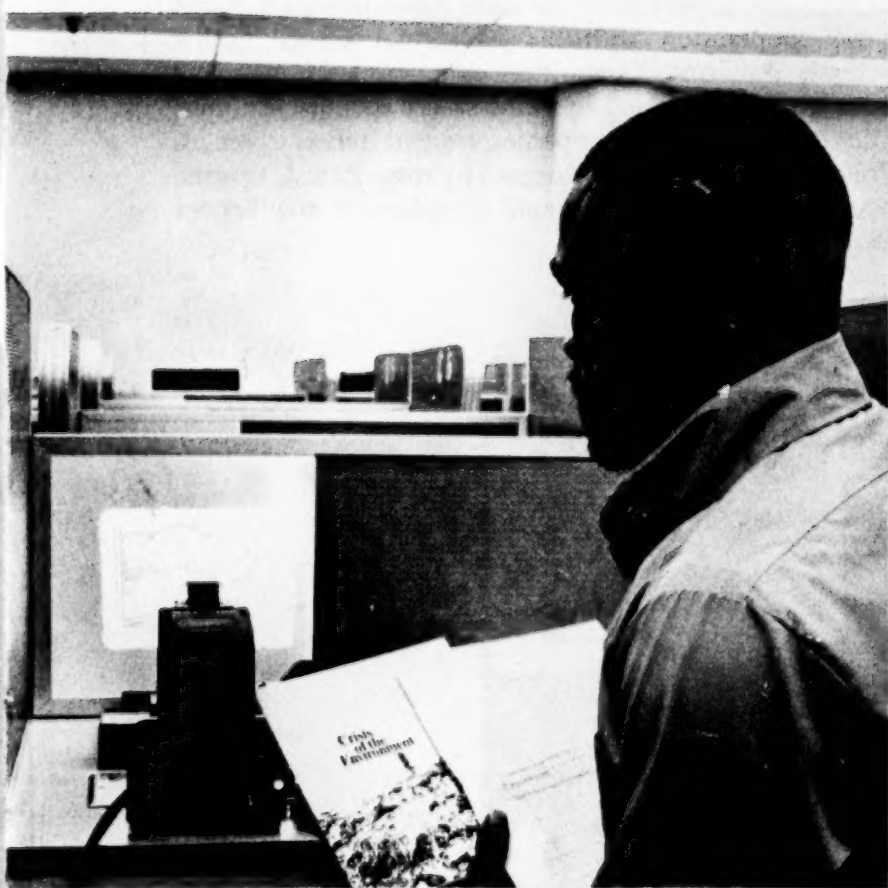
FLORENCE-FIRESTONE PROJECT

"Building Communication Skills: Home, School and Community" is an experimental English as a Second Lan-

guage program for Spanish-speaking parents of school children. Morning and evening classes are offered Monday through Thursday at six sites in the Florence-Firestone area of South Central Los Angeles. Child care is available during the day for pre-school children. A bilingual counselor assists parents with school and community services. Fremont Community Adult School is the administrative unit.

Now in its second year of operation the program serves over 1000 adults who, in addition to learning English, participate in school and community activities and receive group and individual counseling on school and community resources, citizenship, immigration, health services. Special school-related lessons have been created to supplement the regular English as a Second Language curriculum.

Both special ABE projects are funded under Section 309(b) of the Adult Education Act of 1966, as amended.



APTS

ADULT PERSONAL TRAFFIC SAFETY

AUTHORIZATION

National Safety Act of 1966, P.L. 89-564, Section 402(c).

"Provides that at least forty percent (40%) of all Federal funds appropriated under this section... will be expended...in carrying out local Highway Safety programs."

OBJECTIVE

The major objective of this program is to help the traffic violator by promoting traffic safety within the community, improving the driving attitude and behavior of the errant driver. The secondary objective is to provide an effective program of driver improvement for adaptation by other communities within the State or Nation to improve their community traffic safety through post-licensing education.

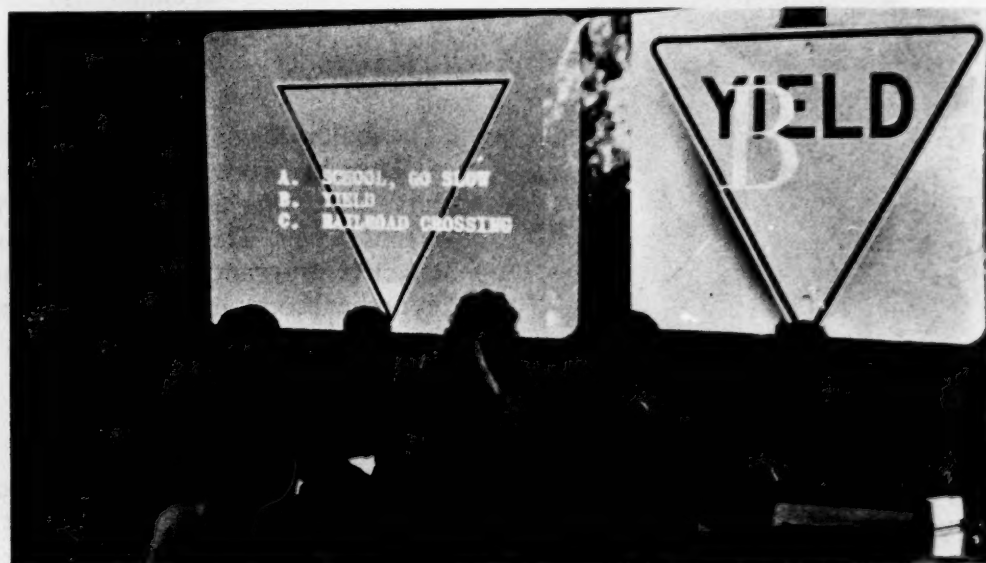
PROGRAM

Increased demands for this program by the courts prompted the District to request Federal funds under provisions of the National Safety Act of 1966. During

the first grant period, July 1, 1970 through June 30, 1972, the program was expanded from 32 classes to 43 classes every four weeks. Over 20,000 students completed the course during the 1970-71 school year. At the present time, 52 classes are in operation serving approximately 23,000 students. Included are special courses for Spanish-speaking, juveniles and the drinking driver. A multi-media response system with programmer has been installed at Fairfax Community Adult School. Utilization of video taped actual class sequences pioneered an im-

portant technique for improving methods and classroom presentations.

Community involvement has been accomplished through close cooperation with the Municipal Court Traffic Schools Advisory Committee, composed of members from groups interested in traffic safety such as Automobile Clubs, insurance companies, transportation agencies, Police Departments, California Highway Patrol, Courts, National Safety Council and members of the School District.





EEA

EMERGENCY EMPLOYMENT ACT

AUTHORIZATION

Emergency Employment Act of 1971, authorized by Title 29, Part 55.

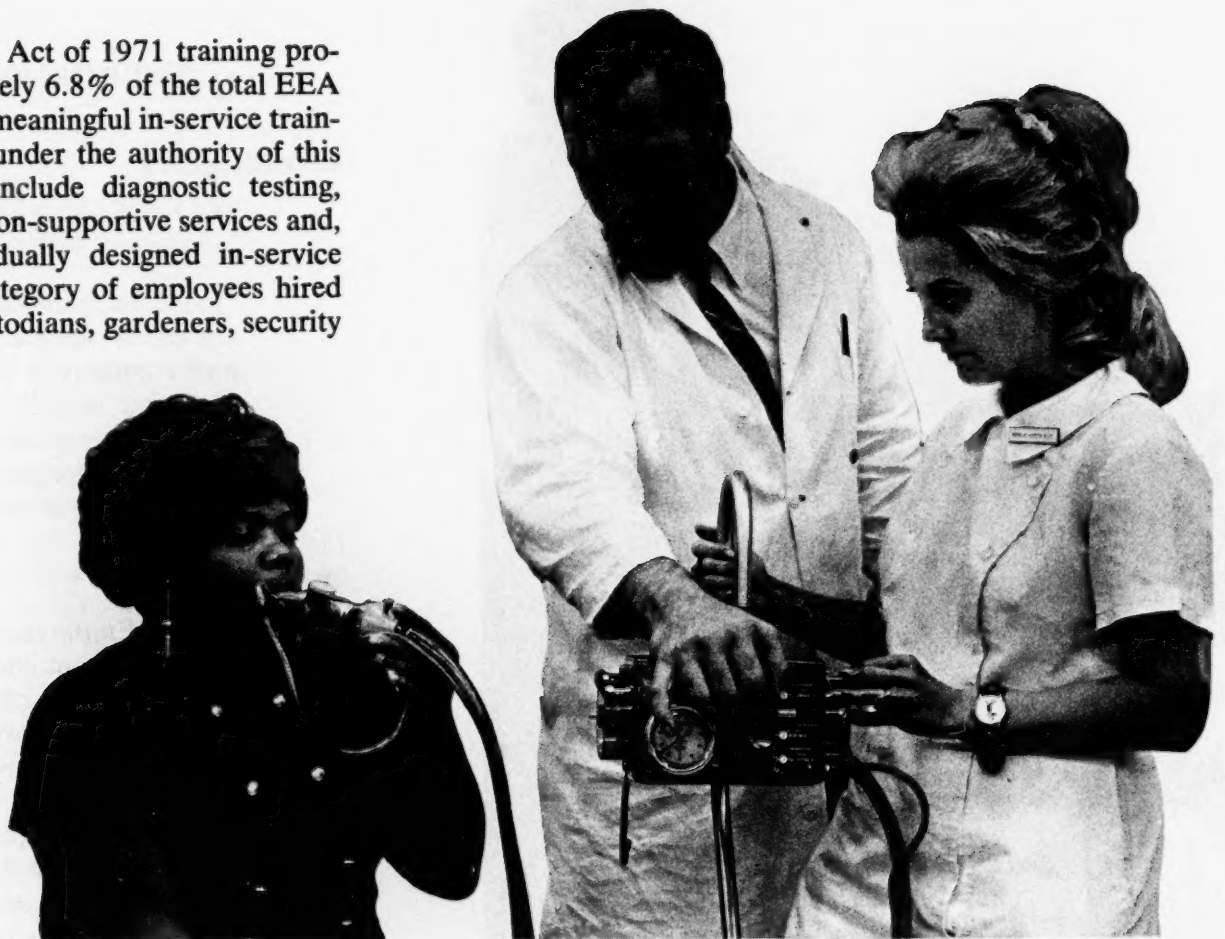
"Provides financial assistance to public employers to be used to provide unemployed and under-employed persons with transitional employment in jobs providing needed public services during times of high unemployment and, where appropriate, training and manpower services related to such employment..."

OBJECTIVE

The Emergency Employment Act of 1971 was designed to increase employment and was made effective by Congress on an emergency basis. The Act provides funds for the hiring of the unemployed and under-employed in jobs providing necessary public services. Funds are provided for appropriate training and manpower services so as to provide opportunities for career advancement, opportunities for continued training and transitional public service employment until the employee moves into full employment in the public or private sector.

PROGRAM

The Emergency Employment Act of 1971 training program funded with approximately 6.8% of the total EEA grant will be used to provide meaningful in-service training for the employees hired under the authority of this Act. These services could include diagnostic testing, counseling, referral to other non-supportive services and, finally, a meaningful individually designed in-service training program for each category of employees hired under the Act, i.e., clerks, custodians, gardeners, security agents etc.



AUTHORIZATION

California Assembly Bill 1347, 1968; Education Code Section 1006.

"The governing board of any school district may participate in any program authorized by the EOA of 1964, ESEA of 1965, MDTA of 1962 (amended) including but not limited to the JOBS program or EPDA of 1965. Participation may include entering into agreements with . . . any public or private non-profit agency pursuant to the acts listed above."

OBJECTIVE

Industry sponsored program contact services are characterized by short, intensive instructional components which may be provided at the site of the contractor. A systems approach which concentrates upon measurable behavioral skill objectives provides standards for accountability. A totally new instructional component design for each contracting firm is based upon its own specific requirements and specifications, and provides a responsible partnership of public and private agencies, business, labor and education.

PROGRAM

In 1968, Assembly Bill 1347 was enacted into law, authorizing School Districts to enter into agreements with

ISP

INDUSTRY SPONSORED PROGRAMS

public and private agencies for the purpose of cooperatively meeting the critical problem of this nation's hard-core unemployed.

The Job Opportunities in the Business Sector Program was created to permit private sector companies, regardless of size, to design specialized programs enabling them to hire and train hard-core unemployed workers. The Board of Education in October 1968 authorized the District to provide educational services to industry and private organizations on a contractual basis. The trainees are hired by the companies and are paid during their on-the-job training. District services include:

1. Preparation of a comprehensive training proposal
2. Training advisement and education consulting
3. Career/Job Orientation and Counseling Services
4. Job-related basic education services
5. Supervisory and human relations training

The entire cost of the program is wholly supported by the contracting agencies.





MDTA

MANPOWER DEVELOPMENT TRAINING ACT

AUTHORIZATION

*Manpower Development Training Act of 1962,
P.L. 87-415.*

"The purpose of this Act shall be to promote and encourage the development of broad and diversified training programs, including on-the-job training, designed to qualify for employment the many persons who cannot reasonably be expected to secure full-time employment without such training, and to equip the Nation's workers with the new and improved skills that are or will be required."

OBJECTIVE

The Manpower Development Training Program has, as its main objective, the initiation and development of broad diversified training programs to train the unemployed and the underemployed and provide them with new and improved skills that are, or will be, required in the economy of our nation. The training program developed by the Los Angeles Unified School District provides training opportunities in many vocational occu-

pations coupled with remedial and basic education programs that will provide the trainee maximum opportunity to develop his skills for use in the market place.

PROGRAM

Manpower Development Training Programs traditionally have included District and individual training programs such as the following: Auto Body Repairman, Auto Mechanic, Truck Mechanic, Fork Lift Mechanic, Licensed Vocational Nurse, TV Repair, Welder, Production Machine Operator, Clerk General Office, Maintenance Mechanic, and Foods Preparation. MDTA activities in the period 1968-72 would include the words "comprehensive," "adaptive," "flexible," and "continuing." Employment, personal, and academic counseling, medical, dental, legal and other helpful services are available at each skill center. Classes are also offered for service, employment, rehabilitation (SER) trainees and for Concentrated Employment Program trainees.

The concept of open-ended programs and "clustering" allows for greater flexibility in meeting the needs of the trainee through the use of modular unit planning towards progressively higher level occupations. Training is offered on a continuing basis throughout the year regardless of the length of each individual trainee's course.

The pre-vocational adaptation program has two primary purposes: (1) to allow the trainee an exposure to many or all of the vocational programs, so that through coun-

seling and consultation, the trainee can better select the vocational training plan for which he is best adapted, and (2) it is felt that better orientation to, and better selection of, vocational programs will result in a lower dropout rate and a higher success factor.

Presently MDTA offers training in approximately 110 occupations in five occupational clusters. Not all skill centers offer the same mix of occupations. In this, each skill center is adaptive and flexible to meet the needs of the local community. Placement of trainees from our Manpower Development Training Program who completed fiscal year 1971 has averaged approximately 83% — this high percentage level of placement at a time when unemployment is at a very high level. The Manpower Development and Training Act is scheduled to end June 30, 1972. Our five skills centers, however, have been funded on a continuing basis to September 29, 1972.



MODEL CITIES

MODEL CITIES PROJECTS

AUTHORIZATION

City Demonstration Agency and Metropolitan Development Act of 1966, P.L. 89-754 Title I.

"Comprehensive city demonstration programs authorize cities to provide special facilities and services necessary to improve the general welfare of the people of the area."

OBJECTIVE

E/NE Senior Citizen Community Participation Program (Active Senior Citizens) — Project is designed to provide services for Senior Citizens living in the E/NE Model Cities area, which includes Boyle Heights, Lincoln Heights, El Sereno, Cypress Park. Funded by E/NE Model Cities, the project is operated by the Division of Career & Continuing Education at no cost to participants.

PROGRAM

The program includes:

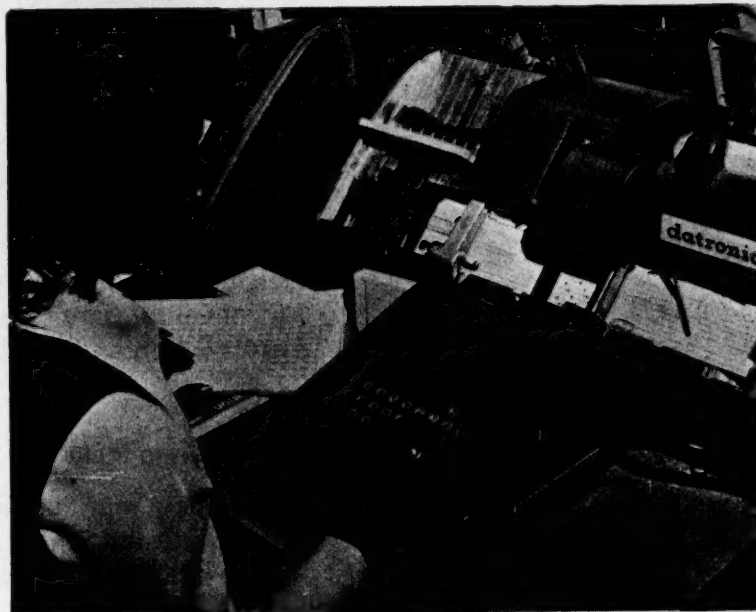
1. A weekly nutrition and health class at Lincoln Community Adult School for 100 older adults, culminating with a hot meal served in the cafeteria, demonstrating nutrition principles.

2. Visitation aides who deliver a hot meal and a cold snack three times weekly to shut-in older people, with a lesson on nutrition and health. Aides spend about 45 minutes with each shut-in recipient per week.
3. Visitation aides serve as "foster grandparents" to children at County General and White Memorial Hospitals, helping with school work, offering books, games and establishing a person-to-person relationship with them.

4. An information and referral service conducted for the East/Northeast area, with a "bank of information" developed to assist aides in working with the public.

26 Senior Citizen residents are employed, receiving \$2.40 per hour plus \$1.00 for transportation each working day. They work 50-78 hours per month.

This project is scheduled from September 20, 1971 through June 1972.



WIN

WORK INCENTIVE PROGRAM

AUTHORIZATION

Social Security Act of 1967, P.L. 90-248, Section 204.

"The purpose of this part is to require the establishment of a program utilizing all available manpower services, including those authorized under other provisions of law, under which individuals receiving aid to families with dependent children will be furnished incentives, opportunities, and necessary services...thus restoring the families of such individuals to independent and useful roles in their communities."

OBJECTIVE

The Work Incentive Program began in November 1968, for the purpose of providing education and training to welfare recipients of Aid to Families with Dependent Children (AFDC) thus moving them from welfare dependence to stable employment, with a wage sufficient to allow full independence. It attempts to accomplish this by providing a coordinated program of training, education, work experience, child care, and other supportive assistance. The State Department of Human

Resources Development is the sponsor for manpower services, while the Department of Public Social Services must refer appropriate AFDC recipients and provide the supportive services.

PROGRAM

WIN is unique among manpower programs in that enrollment is continuous from initial intake until 90-180 days after successful job placement. During this time the enrollee may be involved in a "component" (such as orientation, education, institutional training, special work projects, work internship, relocation assistance or para-professional training); may be waiting for a new phase of his employability plan to begin; or may be in another type of manpower program. A distinct package of components and services is designed for each enrollee during the initial intake and assessment phase.

Of the 360 separate training programs which have been offered throughout a 600-square mile area, 151 were prevocational basic education components, 126 were vocational classes, 54 were classes to teach English to non-English speaking enrollees, and 29 classes prepared



students to obtain the GED certificate required for many occupations.

WIN enrollees have successfully entered over 38 different occupational training fields, both through individual referrals to regional occupational centers and through group referrals to classes specifically designed for WIN recipients. In addition to individual referrals, 126 group requests for vocational training were received for preparation in multi-clerical fields, paramedical occupations such as Licensed Vocational Nursing, Nurse Aid, Radiologic Technology and Inhalation Therapy, Color TV Repair, Welding and Automotive Repair.



VEA

VOCATIONAL EDUCATION ACT

AUTHORIZATION

*Vocational Education Act of 1963, P.L. 88-210,
Vocational Education Amendments of 1968,
P.L. 90-576.*

"The purpose of this Act is to authorize Federal grants to states to assist them to maintain, extend, and improve existing programs of vocational education.

OBJECTIVE

In addition to improving existing programs of vocational education, the goal is to develop new programs of vocational education, and to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis. Persons of all ages in all communities of the State — those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, and those with special educational handicaps — will have ready access to vocational training or re-

training which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training.

PROGRAM

The Vocational Education Act is divided into several parts as follows:

Part A: Provides VEA funds for vocational education programs, services and activities for disadvantaged persons. The District competes for funds on a project basis.

Part B: The District must follow guidelines enumerated in the California State Plan for Vocational Education. After submission of a District Plan for Vocational Education, the District is allotted funds based on pupil enrollment and local effort. 10% of these funds must be ear-marked for the handicapped and 15% for the disadvantaged. These funds must supplement, not supplant, District funds and are currently expended in the areas of Agricultural Education, Office and Distributive Education, Health Occupations Education, Occupational Home Economics, Public Service Occupations, Trade and Industrial Education, Work Experience Education, and Vocational Guidance. The 1971-72 District entitlement is for \$1,609,501. However, the total District effort in Vocational Education is in excess of \$24 million annually.

Part F: Provides funds under guidelines for consumer education and non-occupational Home Economics Education on an entitlement basis.

Part G: Provides funds for cooperative work-study programs. Districts must compete each year by submitting proposals. Our District has been awarded funds for two projects.

Part H: Provides VEA funds for work-study programs for vocational education students on a competitive project basis. The District provides 20% in matching funds.



Continuous In-Service Training for Teachers – an integral part of a highly successful



or Teachers — an integral part of a highly successful program of specially funded activities

BUDGET SUMMARY
SPECIALLY FUNDED PROGRAMS
1968 - 1972

PROGRAMS	1968-1969	1969-1970	1970-1971	Proposed 1971-1972
1. Adult Basic Education (ABE)	\$ 517,000 a	\$ 696,348 b	\$ 686,205 c	\$ 781,950 d
a. Florence Firestone Project	--	--	130,000	149,000
b. Asian Project	--	--	--	125,000
2. Adult Education Demonstration Project	537,000	285,600	--	--
3. Adult Personal Traffic Safety Program (APTS)	--	--	195,948	152,432
4. Community Education & Guidance Specialist (EOA)	256,825	--	--	--
5. Community Training Program (CTP)	53,838	--	--	--
6. Concentrated Employment Prog. L.A. Co. (CEP)	103,000	--	--	--
7. Emergency Employment Act (EEA)	--	--	--	633,808
8. Family Life Centers (ESEA III)	157,500	303,148	206,711	--
9. Industry Sponsored Programs NAB-JOBS (ISP)	18,000	284,575	175,000	200,000
10. Manpower Development Training Act (MDTA)	4,981,781	5,000,000	4,500,000	3,057,750
11. Model Cities - E/NE Sr. Citizens	--	--	--	140,800
12. NAPP Campus Relations	19,200 a	--	--	--
13. National Defense Education Act, NDEA, IIIA	23,000	--	19,131	--
NDEA, IIIB	--	800	800	--
14. Vocational Education Act (VEA)	372,987 a	160,000	150,000	1,609,501
15. Work Incentive (WIN)	679,000 a	2,261,872 b	2,350,000 c	2,400,000 d
TOTALS	\$7,719,131	\$8,992,343	\$8,413,795	\$9,250,241

Includes ADA reimbursement of (a) \$167,000 ABE; \$2,000 NAPP; \$80,000 VEA; \$168,000 WIN; (b) \$226,000 ABE and \$470,000 WIN; (c) \$224,000 ABE and \$517,000 WIN; and (d) \$252,230 ABE and \$260,000 WIN.

STATISTICAL SUMMARY
SPECIALLY FUNDED PROGRAMS

1971 - 72

PROGRAMS	Number of Teachers	Number of Classes	Number of Students
Adult Basic Education (ABE)	79	93	3,186
Florence Firestone Project	21	25	1,010
Adult Personal Traffic Safety (APTS) ^a	48	52	23,000
Emergency Employment Act (EEA) ^b	—	—	—
Industry Sponsored Programs (ISP)	11	11	378
Manpower Development Training Act (MDTA)	56	56	2,210
Model Cities ^c	3	3	1,000
Work Incentive Program (WIN)	63	63	2,000
Vocational Education Act (VEA) ^d	1,864	5,517	102,328

a - Total District Effort is \$145,000

b - Program funded, training to begin Jan. 1, 1972

c - Program includes classes and Community Services

d - Includes Jr. and Sr. H.S.; Total District effort over \$24 million

ACKNOWLEDGMENTS

This publication represents in word and illustration the nature and thrust of the Specially Funded Programs of the Division of Career and Continuing Education, Los Angeles City Schools. We wish to acknowledge the following staff members for their outstanding contributions to this project: John E. Kormalis, Graphic Design; John A. Sansam, Continuity; Ben W. Allen, Photography; and Mrs. Virginia Nutt, who edited and typed the manuscript.

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